

# DEBDEN CHURCH OF ENGLAND PRIMARY ACADEMY

## Equality Information and Objectives for 2022-2023

At Debden Primary Academy, we aim to provide the best possible education for each child within a caring, Christian community. Our vision is to ensure that all of the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

All staff and governors are committed to working together to provide a safe, nurturing and inclusive learning environment to ensure every pupil is part of the school community, whatever their ability or need.

From April 2012 schools were expected to meet the requirements of the Equality Act. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Debden Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### Related policies:

Accessibility Plan

Behaviour Policy

SEND information report

Debden Primary Academy Equality Information	
Number of Pupils	131 - Boys 49.2%, Girls 50.8%
Number of Staff (those based onsite only)	19 - Male 5.2%, Female 94.8%
Number of Governors	10 - Male 40%, Female 60%
Religion	Church of England – Voluntary Controlled
Mobility	47% of children are from service families, meaning that the school has higher than average mobility. In the last academic year, 24 children joined the school mid-year and 7 children left the school mid-year.
FSM	12 (9.1%)
English as an Additional Language	5 (3.7%)
Ethnicity	84% White British 6.8% Asian/ Asian British 3% Black African 6.2% Other Ethnicities
SEND	Total: 17 (12.8%) EHCP: 3 (2.3%) SEND Support: 14 (12.2%)
Average Attendance	95.43%

<b>Equality Objective 1</b>
Disadvantaged pupils make progress in line with or better than their peers.
<b>Actions:</b>
<ol style="list-style-type: none"> <li>1. Assessment lead maintains an overview of provision for disadvantaged pupils;</li> <li>2. SENCO to review interventions and their impact January and June;</li> <li>3. Class teachers to report on class-based interventions taking place for disadvantaged pupils – termly;</li> <li>4. Access will be provided to Learning Mentor, Intervention Tutor and Art / Play Therapists.</li> </ol>
<b>Outcomes:</b>
<p>Progress made will be assessed at SMT termly pupil progress reviews</p> <p>Progress will be measured against non-disadvantaged children – January and June</p> <p>Progress made will be used in evaluating the effectiveness of intervention programmes for disadvantaged pupils – January and June</p>
Review date: June 2023

<b>Equality Objective 2</b>
All pupils within school continue to have equal access to learning.
<b>Actions:</b>
<ol style="list-style-type: none"> <li>1. All staff to be made aware of any barriers to learning that any pupil may have;</li> <li>2. SENCO to obtain resources advice from external agencies when required.</li> <li>3. Access will be provided to Learning Mentors, Intervention Tutor and Art / Play Therapist.</li> </ol>
<b>Outcomes:</b>
<p>Potential barriers to learning are identified &amp; supported</p> <p>Lessons are stimulating and engaging</p> <p>Different learning styles are catered for</p> <p>Resources are appropriate and do not increase / create barriers</p> <p>All children make good rates of progress – June</p>
Review date: June 2023

<b>Equality Objective 3</b>
Effective transitions in place for pupils joining the school mid-year/ mid-phase.
<b>Actions:</b>
<ol style="list-style-type: none"> <li>1. Review induction processes and prospectus/handbook</li> <li>2. Ensure that pupils feel supported</li> <li>3. Pupil premium is used to support children where appropriate</li> <li>4. The school will communicate effectively with parents of new pupils to facilitate positive partnerships</li> </ol>
<b>Outcomes:</b>
<p>Student surveys demonstrate an improvement in attitudes to learning and support received</p> <p>Positive feedback from families of new families demonstrate positive impact</p> <p>There are no misconceptions of any groups / individuals being unable to access learning</p> <p>Pupil premium funds are used effectively.</p>
Review date: June 2023

<b>Equality Objective 4</b>
To ensure that attitudes towards diversity and equality are enhanced throughout the curriculum.
<b>Actions:</b>
<ol style="list-style-type: none"> <li>1. Curriculum review reveals opportunities for enabling students to understand and apply diversity and equality</li> <li>2. Collective worship includes themes on celebrating differences, compassion and respect</li> </ol>

3. Visual imagery is representative of our modern diverse society.
4. Develop the PSHE curriculum explicitly to ensure a deeper understanding of equality and diversity
5. Recognise events that celebrate diversity and equality – e.g. Martin Luther King Day

**Outcomes:**

Children demonstrate positive attitudes towards others

Books demonstrate evidence of children learning about diversity and equality

Student surveys and feedback will recognise this progress

Collective Worship overview demonstrates themes organised throughout the year.

School Council / pupil feedback will recognise this progress.

Review date: June 2023